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ABSTRACT

With funding from a National Workplace Literacy grant, Little Hoop Community College in Fort Totten, North Dakota, conducted a combined literacy and career counseling program for members of the Devils Lake Sioux Tribe. During the project period, 86 participants completed individual education plans appropriate to their personal work objectives and an additional 183 individuals received diagnostic services for proficiency levels directly related to their employer's target level of applied communications. Of 286 individuals given basic skills instruction during the grant period, 201 completed their educational goals for an overall completion rate of 70%. In addition, 72 program participants received career counseling or advisement from the project counselor, and 22 individuals obtained a General Educational Development certificate. All 286 project participants received support services from at lea one element of the literacy project, and 32 referrals were made for services outside the project's support to 14 different federal, state, county, tribal, or community agencies. Because of a local employment surge that drew 28% of the career assessment and job search skills training component's participants into the workplace, that component's completion rate was only 23%. (MN)

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ED 378 425

Presented to the Division of National Programs
Office of Vocational and Adult Education Programs
US Department of Education
400 Maryland Avenue, SW
Switzer 4512
Washington, DC 20202-7242

Final Performance Report
National Workplace Literacy Project #V198A30013
Employer Identification Number (EIN) 45-035056

Little Hoop Community College
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Reporting Requirements

Each project is required to submit 1) a final performance report, 2) a final financial status report (Standard Form 269), and 3) a final external evaluation report. These three reports are due within ninety days of the grant's ending date (including any no-cost extension period). An original and one copy of each report are required.

The following guidelines should be incorporated in the performance report:

1. Compare actual accomplishments to the objectives contained in the approved application.

2. Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.

3. Identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.

4. Report on any dissemination activities.

5. Report on any evaluation activities.

6. Report on any changes in key personnel.

Please send an original and one copy of all three reports to:

Division of National Programs
Office of Vocational and Adult Education Programs
US Department of Education
400 Maryland Avenue, SW
Switzer 4512
Washington, DC 20202-7242

In addition, as one of your dissemination activities, remember to send copies of the final performance report and final external evaluation report to the following national dissemination networks:

ERIC Clearinghouse on Adult, Career and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210

Your Curriculum Coordination Center
(See attached list)

National Workplace Literacy Project #V198A30013
Employer Identification Number (EIN) 45-035056
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P.O. Box 269, Fort Totten, ND 58335
Final Performance Report
Dr. Merril Berg, President, Phone 701-766-1345
Project Director, Royal Berglee, Phone 701-766-1375

Section 1: Program Objectives and accomplishments

Objective 1: During the project period, 100% of 225 participants will complete an individual education plan appropriate to personal work objective.

* During the project period 86 participants completed an individual education plan appropriate to their personal work objective.

* Additional 183 individuals received diagnostic services for proficiency levels directly relating to employer's target level of applied communications.

Objective 2: During the project period, a minimum of 150 individuals will receive basic skills instruction with 60% achieving necessary level of competency in one or more basic skills areas.

* The total individuals served with basic skills instruction during this grant period was 286 participants with 201 individuals completing their educational goals for an overall completion rate of 70%.

* During the project period 72 individuals received career counseling or advisement from the project counselor.

Basic skills instruction breakdown:

* During the project period 183 participants received basic skills instruction in applied communications with 152 individuals successfully completing their program goals (83% completion rate).

* During the project period 61 individuals received employment skills training in either career assessment or job search skills with 14 individuals successfully completing their specific program goals (23% completion rate).

* During the project period 20 individuals received basic skills instruction in math or language with 13 individuals successfully completing their program goals (65% completion rate).

* During the project period 22 individual obtained a GED and secured assistance or basic skills instruction from the basic skills instructor of this project.

Objective 3: This objective was completely eliminated.

Objective 4: This objective was completely eliminated because revisions would parallel objective #2.

Objective 5: During the project period, 100% of the 225 participants will receive services from one or more of the support elements of the literacy project.

During the project period all 286 participants received support services from at lease one element of the literacy project.

During the project period 32 referrals were made for services outside the project's support to 14 different federal, state, county, tribal, or community agencies.

Section 2: **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.**

1. There was slippage in the fact that it took longer to implement the initial activities of the project than was given. The activities involving actual skill training did not commence until well into the grant period. Being the first project of its kind in the entire state partners were not familiar with project concepts. This was evident in the time it took to make project partners convinced of the program's fit with their operation. In the reservation community it takes time to build a positive relationship with a new program and employer management. Trust, understanding, and commitment are usually longstanding and new projects take additional time for employers to work into. The project became well established only after much effort by project staff to encourage participation by employer's managers.

2. By the time the project was implemented employers experienced changes in the level of effort and focus. These changes necessitated that partners bring on employees promptly and forego all but limited training to achieve production goals. They no longer could devote time and energy necessary to allow employees to leave their positions for training. Project staff had to shift their focus to other areas of opportunity such as the Tribal gaming operations where basic skills training was in demand.

3. Slippage occurred in objective #1 with the individual education plans (IEP). The project discovered that the majority of the individuals which desired to receive basic skills training in the applied communication area were already employed. In cooperation with employer's needs, 183 individuals came to the project with workplace related target proficiency levels. As such, no formal IEP was developed but rather diagnostic testing was used to identify entry skill and to map out a course of action necessary to meet target proficiency. In the reservation community employment is a high immediate priority.

4. There was only 23% completion rate for individuals who participated in the career assessment and job search skills training. The low completion rate was partially due to the local employment surge. This drew 28% of our participants back into the work place without completing their goals. The project felt that the goals of this activity was to assist individuals in entering into employment positions and that the effort was a success even with the low percent of completers. Once again employment on the reservation is a high priority and was given support by the project. Staff recommended that more employment skills be offered by the college and the Devils Lake Sioux Tribe in the future.

Section 3: Identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.

* Of the 152 individuals out of 183 who successfully completed their program goal in the applied communication training 100% of them either were employed or became employed by the Devils Lake Sioux Tribe after the training sessions. 90% of these individuals entered additional training programs targeted for direct employment situations. Outcomes witnessed by project staff were that these individuals demonstrated more self confidence when addressing situations in the workplace resulting in a healthier employee attitude and morale.

* Of the 13 individuals who successfully completed the basic skills training 10 completed instruction in applied math and are employed by project partner Sioux Manufacturing. The project staff were informed that all 10 employees have been given the opportunity to continue with advanced production training in the metals manufacturing area.

* Of the 14 individuals who successfully completed employment skills or career assessment skills 100% are either employed in the community or have enrolled in college. The project staff witnessed that those individuals who completed the employment training were more likely to make the effort to seek employment or additional education due to the fact that they had skills to work with.

Section 4: Report on any dissemination activities.

* Local dissemination activities included informing project partners, presenting project information to Tribal authorities, and community members.

* Information regarding workplace literacy skills training from this project was disseminated beyond the reservation boundaries to other entities in North Dakota including Fort Berthold Community College, Turtle Mountain Community College, University of North Dakota-Devils Lake, the University of North Dakota-Grand Forks, and North Dakota State University.

Section 5: Report on any evaluation activities.

* A workplace literacy evaluation instrument was developed according to the grant's objective activities and was used to evaluate the program.
* Advisory committee provided feedback and evaluation of the program's activities.
* Additional valuative measures were conducted by the external evaluator as far as guidance and feedback were concerned.
* A final evaluation by the external evaluator will be conducted and sent under separate cover.

Section 6: Report any changes in key personnel.

* Only with the position of project director was there a staff change. On September 15, 1994, project director Richard Edenstrom resigned and Royal Berglee was appointed interim director through the remainder of the grant period.